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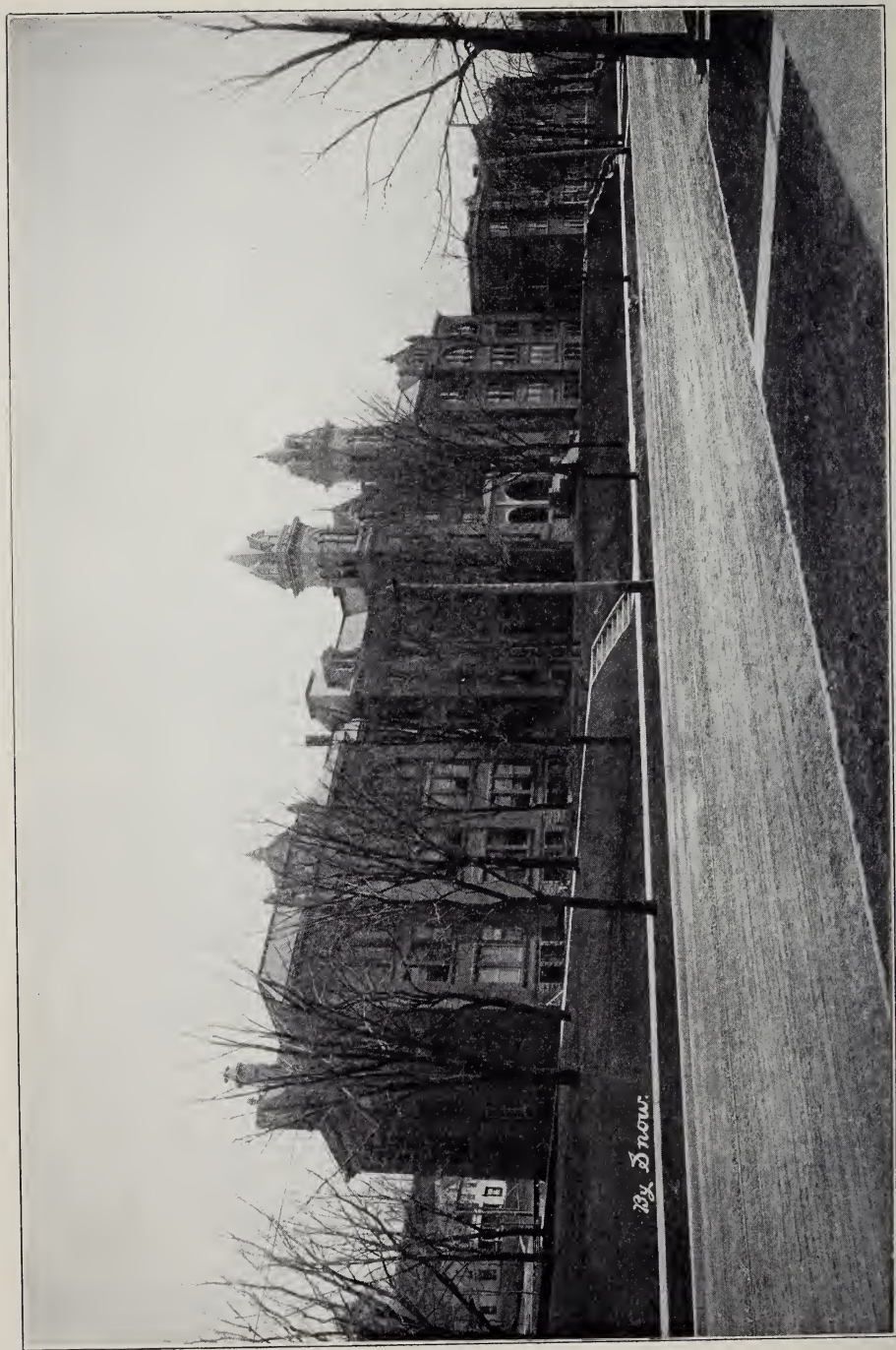
State Normal School
Mankato, Minnesota

1910

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MAIN BUILDING—ELEMENTARY SCHOOL

FORTY-FIRST
ANNUAL CATALOGUE

of the

State Normal School

at Mankato, Minnesota

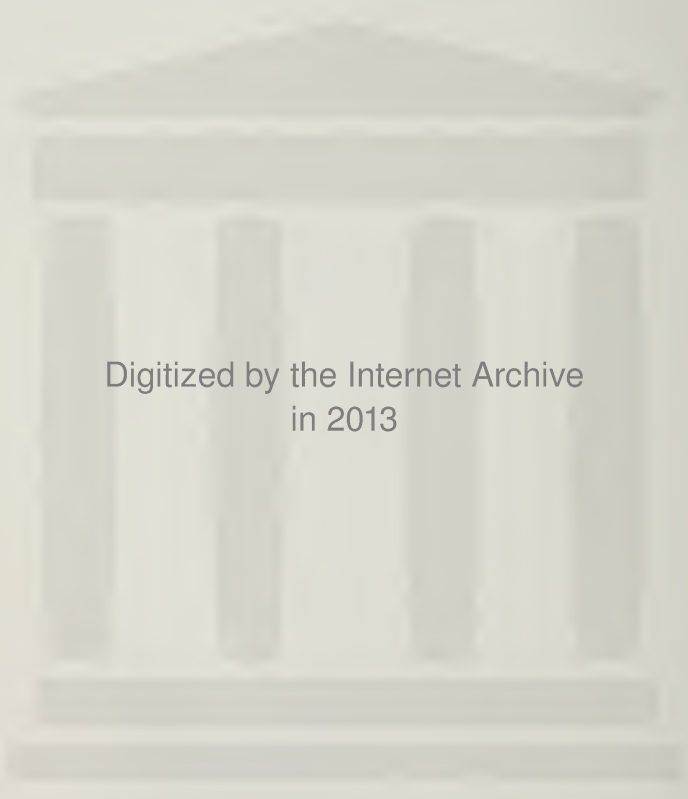


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For the School Year

1909-1910

ANNOUNCEMENTS FOR 1910-1911



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STATE NORMAL BOARD

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HON. W. E. C. ROSS.....	Blue Earth

CALENDAR FOR 1910-1911

SUMMER TERM.

Entrance examinations and enrollment of students.....	Monday, June 13, 1910
Class-work begins.....	Tuesday morning, June 14, 1910
First half term ends.....	Friday noon, July 22, 1910
Second half term begins.....	Monday morning, July 25, 1910
Summer term ends.....	Friday noon, September 2, 1910

FALL TERM.

Entrance examinations and enrollment of students, Tuesday, Sept. 6, 1910	
Class-work begins.....	Wednesday morning, September 7, 1910
Fall term ends.....	Wednesday noon, November 23, 1910

WINTER TERM.

Entrance examinations and enrollment of students.....	Tuesday, November 29, 1910
Class-work begins.....	Wednesday morning, November 30, 1910
Holiday vacation begins.....	Thursday noon, December 22, 1910
Class-work resumed.....	Tuesday, January 3, 1911
Winter term ends.....	Friday noon, March 3, 1911

SPRING TERM.

Entrance examinations and enrollment of students.....	Monday, March 13, 1911
Class-work begins.....	Tuesday morning, March 14, 1911
Spring term ends.....	Thursday evening, June 1, 1911

The ELEMENTARY SCHOOL will open on the days on which class-work begins in the Normal Department.

FACULTY

CHARLES H. COOPER, A. M., President. School Management.

DEFRANSA A. SWANN, Geography.

ALICE VIRGINIA ROBBINS, M. L., Mathematics. (Absent on leave.)

FREDERICK LYLE SEARING, A. B., Latin.

NELLIE LOUISE WOODBURY, Reading.

JOHN A. HANCOCK, A. M., Psychology and Pedagogy, Supervisor of Training School Work.

MARY HARRINGTON-SCHWARZ, Manual Training.

KATE H. SPARROW, Drawing and Penmanship.

ELLEN C. DAVIS, Mathematics.

CHESSLEY JUSTIN POSEY, M. S., Physical Science and Nature Study.

ELLA LOUISE FINK, Music.

MARY LOUISE CLARK, Sewing.

C. F. CURTIS RILEY, A. B., Biology. Curator of the Museum.

EDNA SALOME FISCHER, Physical Training.

HARRIET MACKENZIE, A. B., English Grammar.

MARVIN A. NICHOLS, A. B., Chemistry and Physics.

JAMES M. McCONNELL, A. B., History, Civics and Sociology.

WILLIAM W. FROST, A. M., English.

ALMEDA MAY JANNEY, A. B., History and English.

MARY L. OBERLIN, A. B., Home Economics.

EDNA R. VOSS, A. M., Mathematics.

EVA SMITH, Assistant in Science.

The Elementary School and Training Department

JOHN A. HANCOCK, A. M., Director.

CAROLYN M. ROBBINS, Principal of the Grammar Department.
(Absent on leave.)

MARY A. GRUPE, Ph. B., Acting Principal of the Grammar Department.

MARGARET MCCARTHY, A. B., Assistant.

MINNIE SWEETLAND PARRY, Principal of the Intermediate Department.

MYRTLE HOLMES, A. B., Assistant.

HELEN M. REYNOLDS, Principal of the Primary Department.

FLORY E. WISE, Assistant.

MARTHA V. COLLINS, Director of the Kindergarten.

ALICE WILLIAMS, Assistant.

The special teachers of drawing, music, manual training, penmanship, and physical training in the Normal School supervise the teaching of their subjects in the Elementary School.

Officers of Administration

HON. JOHN C. WISE, Resident Director.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

BELLE CARRINGTON, Secretary and Purchasing Agent.

HENRY S. HOLMAN, Engineer and Head Janitor.

Special Teachers for the Summer Session

GEORGE A. FRANKLIN, Superintendent Austin Schools, Arithmetic.

EUGENE M. PHILLIPS, Superintendent Albert Lea Schools, Civics.

MERTON P. FOBES, Superintendent Marshall Schools, History.

HUBERT G. CHILDS, Superintendent Madelia Schools, Geometry.

ELMER L. DILLS, Superintendent Janesville Schools, Algebra.

ANNA McDUGALL, Supervisor of Drawing, Dubuque, Ia., Drawing.

MARGARET JEAN CALVIN, Principal High School, Wellsville, Ohio, English.

DAVID ORLAND COATE, Teacher of English, La Crosse Normal School, English.

MARY ALICE CHURCH, English, Grammar.

ELIZABETH ALLEN, University of Chicago, Manual Training.

ALTHEA RICKER, University of Chicago, Manual Training.



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STATE NORMAL SCHOOL AT MANKATO

The school was opened in 1868, being the second normal school established by the state. The central portion of the present building was occupied in 1870—about one month before the first class was graduated.

The graduates of the school number about 2,400 and several times this number have received in the school more or less preparation for the work of teaching.

THE PLAN OF THE SCHOOL

The school comprises two departments, the Normal School proper and the Elementary School and Training Department.

The Elementary School includes a kindergarten and the usual eight grades below the high school.

The Normal School offers a standard course of study covering five years of work beyond the eight grades of the elementary school; this course furnishes a thorough academic training in the subjects usually included in the high school course. This training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and theory of education, school management, methods of teaching, with careful reviews of the common branches, observation of model teaching, and practice work under skilled supervision and criticism. An outline of this course follows, with a description of the work in each department of instruction.

Diplomas are issued to students who complete the course. These diplomas have the legal value of first grade certificates for two years, and on endorsement after two years of successful teaching become life certificates.

A credit of thirty-six units, or three years of work, is given to graduates of accredited high schools; it thus requires two years for such high school graduates to complete the standard course of study and receive the full diploma. But an elementary diploma will be issued

to high school graduates who complete twelve specified units, or one year of work. This elementary diploma is valid as a first grade certificate for three years from its date and is not renewable.

Elementary diplomas are issued to students who complete thirty-six specified units, or three years of work, of the standard course of study. These elementary diplomas are valid as first grade certificates for three years from their date and are not renewable; except that any holder of such an elementary diploma may have its life extended for a further period of three years by the completion of an additional one year of work in the normal school.

CONDITIONS OF ADMISSION

1. **To the First-Year Class.**—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or county diplomas, or to pass examinations in the subjects of arithmetic, grammar, geography and United States history. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In reading they are to show ability to read at sight intelligently ordinary easy prose and simple poetry; and in composition, the ability to write a simple essay or a letter correctly and in proper form.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

Candidates who may be deficient in one subject will be admitted to do partial work in the Normal School, and will be given an opportunity to make up the deficiency in the Elementary School. Candidates who fail in their entrance examinations may enter the Elementary School if they so desire. The tuition fee there is thirty cents a week.

2. **For High School Graduates.**—Students who become candidates for the full diploma will receive credit for thirty-six units of the course on presentation of a diploma from an accredited high school or of evidence of an equivalent training. Candidates for the elementary diploma must present high school standings in the following subjects that are considered essential to the preparation of a teacher for work in the elementary schools; civics, United States history, one physical science (physics or chemistry), and one biological science (botany or zoology.) In physics a full year's work is required; in each of the other subjects not less than a half-year's work. If these subjects have not been pursued in the high school, the student will be required to secure

standings in them in the normal school before receiving his diploma. The student must also have studied physiology, but grade work in this subject is accepted.

3. **For Special Work.**—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for work of teaching.

4. **To Advanced Standing.**—Candidates may be admitted to advanced standing after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

First Grade State Certificates—A first-grade state certificate, valid at the time of presentation, will entitle its holder to credit for a year's work on the standard course or the partial three-years course; provided (1) that the subjects to be credited shall be designated by the president in conference with the student, and (2) that the average of the certificate must not be less than seventy-five per cent, and that subjects in which the standings are less than seventy-five per cent will not be credited, and the number of credits allowed will be proportionately reduced.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the president.

ADVANCED CREDITS AT UNIVERSITIES AND COLLEGES

The University of Minnesota and the colleges of the state offer credits amounting to one year's work on the four years' college course to all graduates from the advanced courses of the state normal schools of Minnesota who shall bring certificates from the presidents of the

schools showing their fitness for advanced standing. Other universities and colleges will give the same credits.

In the College of Education holders of the full diploma receive credit for a year and a half of work and are able to get the bachelor's degree in two years and two summers.

THE SUMMER SESSION

The Summer Session affords opportunity to high school graduates and teachers in service to enter upon normal courses or to secure additional credits at a season that cannot otherwise be utilized for school work. It also offers teachers the opportunity to come in direct contact with the normal school spirit and methods, and to freshen themselves for their work without loss of time from the school room.

In planning the work for the coming summer consideration has been given to the needs of the different classes of persons who may want to do summer work at a normal school, and the attempt has been made to meet all of these needs. For the reason that many cannot attend the school during the whole summer and yet desire to secure complete credits while others desire to use the whole summer, the session will be divided into two six-weeks terms in each of which the work will be complete. A large number of subjects will be offered during each half term in which double work will be done each day and the work of a twelve weeks term will be completed. Only two subjects will be allowed. Students can gain four complete credits by attending the school during the whole term or two during either half. The work in all subjects will be of the same scope and quality as the work of the other terms. The teachers will be largely from the regular school faculty; all will be of proved quality and long experience.

Arrangements have been made by which the first or second grade certificates of students who may expect normal credits at the end of the term may be held by the State Superintendent and the credits secured during the summer term may be applied this season.

A model primary school will be in session for four weeks beginning June 20. This will give opportunity to teachers to study the management of the lower grades under the most favorable circumstances. Daily conferences will be held to discuss the problems of primary work.

It will be noted that the school no longer offers six weeks review courses. Only normal work will be offered leading to normal credits.

Circulars giving a list of the subjects offered and other particulars will be sent on application.

WHY ATTEND THE NORMAL SCHOOL?

1. It opens the way directly to the more desirable positions. The normal school gives a training that fits directly for particular grades of work, and the supervisors come into such close personal touch with the students that they are able to estimate correctly their ability and fitness for particular positions that may be open. Superintendents and school officers recognize this and apply with confidence to the school for such candidates as they may need; the school can thus put worthy students in line of promotion. Even those students who do not stay to secure diplomas find that they can improve their salaries and their professional standing by study at a normal school.

2. The student finds at the normal school a complete school system from the kindergarten through the grades, where he may observe the different methods of fitting the various subjects to the children's needs and interests; various ways of presenting subjects and illustrating lessons; the means employed for securing good order and the proper spirit in the school room; the most approved plans for industrial occupations which may be adapted to various conditions.

3. In this elementary school the person who intends to teach may test his power to teach and to manage a class; he may discover his weak and his strong points, and may learn from his superiors how to fortify the weak ones and to make the most of those that are strong. During his period of teaching he gets daily and personal assistance in the problems of teaching and discipline. Many a first year failure is due to a lack of guidance during the first weeks of school work; six months of constant work under the expert training teachers of the normal school enables a beginner to enter a school of his own with confidence and to meet successfully the many hard problems that face him there.

4. The common branches are reviewed and extended not merely that the student may know more about them, but that he may know how to organize them, illustrate them and fit them for teaching purposes.

5. Special attention is given throughout the work to the foundation principles of education. A good knowledge of these makes a teacher capable of adjusting himself to new and trying conditions, begets the progressive spirit, and helps more towards promotion than any other attainment.

6. An extensive professional and general library, which the student is trained to use, affords acquaintance with books and periodicals most helpful in every phase of school work.

7. The close association with successful teachers, the daily interchange of opinions with students representing many and varied stages in educational thought, and the opportunities for meeting and hearing prominent school men, add immeasurably to a teachers' enthusiasm and breadth of view.

The Course of Study for Minnesota Normal Schools (Adopted September 18, 1908)

For detailed information respecting the subjects, the reader is referred to the Synopsis of the Course of Study which appears on subsequent pages.

Algebra	I, II, III	History, U. S.....	I, II, III
Arithmetic	I, II, III	History, Med. & Mod.	I, II, III
Botany	I, II	History, English	I
Chemistry	I, II	Kindergarten	I-IX
Civics	I, II, III	Latin	I-XI
Drawing	I, II, III	Literature	I, II, III, IV
Education		Manual Training	I, II, III
History of	I, II	Music	I, II, III
Theory of	I, II	Physics	I, II, III
Practice of	I, II, III	Physiography	I, II
School Management.....	½	Physiology	I
Elem. Science	I	Psychology	I, II
English Composition	I, II	Reading & Expression	I, II, III, IV
Geography	I, II, III	Rhetoric	I
Geometry	I, II, III	Social Science	I
Geography	I, II, III	Themes and Lit.....	I
		Zoology	I, II

For the diploma of the school sixty term units are required, as follows: Alg. I, II, III; Arith. I, II; Bot. I, II*; Chem. I*, II*; Civ. I, II*; Draw. I, II; Educ., Hist. of I, II; Educ., Theo. of I, II; Educ. Prac. and Crit. I, II, III; Educ. Sch. Man. ½; Eng. Comp. I, II; Geog., I, II; Geom. I, II, III*; Gram. I, II; Hist. U. S. I, II; Hist. Eng.; Hist. Gen. I*, II, III; Lit. I, II, III, IV; Man. Tr. I, II*; Mus. I, II*; Physics, I, II, III; Physiog. *; Physiol.; Psychol. I, II; Read & Exp. I, II, III*; Rhet.; Soc. Sci.; Themes & Lit.; Zool. I, II*; with 1½ electives. Eleven terms of Latin may be elected in lieu of the following subjects: Chem. I, II; Civ. I; Eng. Comp. II; Geom. III; Gram. II; Gen. Hist. I; Lit. I; Rhet.; Zool. I, II.

High school graduates receive credit for 36 term units and may receive the diploma of the school for two years' successful pursuit of the following subjects: Arith. III; Civ. III; Draw. III; Hist. of Ed. I, II; Theory of Ed. II; Prac. & Crit. I, II, III; Sch. Man. $\frac{1}{2}$; El. Sci.*; Geog. III, IV*; Gram. III, IV.*; U. S. Hist. III; Man. Tr. III; Mus. III; Psych. I, II; Read. III; Soc. Sci.; and $1\frac{1}{2}$ electives. Nine terms of kindergarten theory and practice may be elected by high school graduates in lieu of the following subjects: Arith. III; Civ. III; Geog. III, IV; Gram. III, IV; U. S. Hist. III; Themes & Lit., in fulfillment of requirements for the diploma of the school.

The elementary diploma may be awarded high school graduates who hold high school records in Civics, U. S. Hist., Chem. or Physics, Botany or Zoology, and Physiology, upon the completion of the following subjects: Arith. III; Draw. III; Theory of Ed. II; Prac. & Crit. I, II; Sch. Man. $\frac{1}{2}$; El. Sci.*; Geog. III; Gram. III; Mus. III; Psych. I; Read. & Exp. III; with one-half term elective.

The elementary diploma may be awarded persons not holding high school credits upon completion of 36 units in the course of study as follows: Alg. I, II, III; Arith. I, II; Bot. I*; Civ. I; Draw. I, II*; Theory of Ed. I; Prac. & Crit. $1\frac{1}{2}$; Sch. Man. $\frac{1}{2}$; Eng. Comp. I, II; Geo. I, II; Geom. I, II; Gram. I, II; Hist. U. S. I, II; Hist. Eng.; Lit. I, II; Mus. I, II*; Physics I, II; Physiology; Psychol. I; Read. and Exp. I, II; Rhet.*; Zool. I*; with one elective.

A state second grade teachers' certificate will be granted persons eighteen years of age who complete 24 units of the elementary subjects in the course of study, the subjects to include all of those required for a second grade certificate.

ELECTIVES.

As the facilities of the schools permit, electives will be offered, and may be chosen by the students after consultation with the president in lieu of starred subjects in the course of study.

ARRANGEMENT BY TERMS

Summer Term, 1910

FIRST HALF

FIRST PERIOD

†Physics—Heat, Light and S.
 Physiology
 Rhetoric
 Grammar I
 Grammar II
 Reading III*
 Music III*
 Algebra I
 Geometry II
 Arithmetic II
 History I
 Sociology*
 Psychology I*
 Sewing I* (Two periods)

SECOND PERIOD

Zoology I
 Physiography II*
 Physical Geography
 Grammar III*
 Drawing III*
 Music I
 Arithmetic I
 Geometry I
 Arithmetic III*
 Elementary Civics
 History II
 Advanced Civics*

THIRD PERIOD

El. Agriculture (Nature Study)*
 †Physics—Mechanics
 Geography I
 Literature and Themes*
 Reading I or II
 Drawing I
 Drawing II
 Algebra II
 Elementary Civics
 History I
 General History II
 History of Education I*
 Cooking I*
 Sewing II*

SECOND HALF

†Physics—Electricity
 Psychology II*
 Algebra II
 Grammar II and Methods*
 Arithmetic II
 Advanced Music*

Pedagogy (Theory of Ed.)*
 History II
 Arithmetic III*
 Music I or II
 Geometry II

†Physics—Heat, Light and S.
 History of Education II*
 Elementary Civics
 Music III*

*Starred subjects are in the courses for High School Graduates.

†A standing in Plane Geometry is required for a final grade in Physics.

It will be seen that the list includes:

1. All subjects required for second and first grade certificates.
2. All subjects in which high school graduates are conditioned.
3. Subjects which will enable high school graduates to do a full term's work during the twelve weeks or two subjects in either half of the term.
4. Subjects which will enable graduates from the former elementary courses to do a full term's work towards the full diploma.
5. Nearly all the subjects of the former three-years elementary course, except observation and practice teaching, and a large number of the subjects of the full course.
6. Special subjects for which there is a growing demand—sewing, cooking, physical culture, advanced music, advanced drawing, and the like.



A CORNER OF THE CAMPUS



ASSEMBLY ROOM

STANDARD COURSE OF STUDY

FIRST YEAR CLASS.

Fall Term.

Winter Term.

Spring Term.

- | | | |
|-----------------------|------------------------|----------------------|
| ✓ Grammar I or Latin. | ✓ Grammar II or Latin. | ✓ Botany I or Latin. |
| ✓ Algebra I. | ✓ Algebra II. | ✓ Algebra III. |
| ✓ Music I. | ✓ Drawing I. | ✓ Reading I. |
| ✓ Physiography I. | ✓ Geography I. | ✓ English Comp. I. |

SECOND YEAR CLASS.

- | | | |
|-----------------------------------|-------------------------|------------------------------------|
| ✓ Botany II or Caesar. | ✓ Reading II or Caesar. | ✓ Solid Geom. or Caesar. |
| ✓ Geometry I. | ✓ Geometry II. | ✓ Eng. Comp. II or Draw II*. |
| ✓ Mediaeval Hist. or Reading II*. | ✓ Modern History I. | ✓ Modern History II. |
| ✓ Arithmetic I. | ✓ Arithmetic II. | ✓ Music II or Bot. I* or Lit. II*. |

THIRD YEAR CLASS.

- | | | |
|-----------------------------------|--------------------------|--------------------------------------|
| ✓ Literature I or Cicero. | ✓ Eng. Comp. III or Cic. | ✓ Literature II or Cicero. |
| ✓ English History. | ✓ American History I. | ✓ American History II. |
| ✓ Zool. I or Bot. II* or Zool I*. | ✓ Manual Training I. | ✓ Manual Training II. |
| ✓ Rhetoric. | ✓ Draw. II or Music II*. | ✓ Zool. II or Lit. II* or Zool. II*. |

JUNIOR CLASS.

- | | | |
|--------------------------|---------------------------|-----------------------------|
| ✓ Chemistry I or Virgil. | ✓ Chemistry II or Virgil. | ✓ Elective or Grammar III*. |
| ✓ Physics I. | ✓ Physics II. | ✓ Physics III. |
| ✓ Civics II. | ✓ Psychology I. | ✓ Theory of Education. |
| ✓ Elective. | ✓ Sociology. | ✓ Elective. |
| | | ✓ Observation. |

SENIOR CLASS.

- | | | |
|------------------|---------------------------|----------------------------|
| ✓ Psychology II. | ✓ History of Education I. | ✓ History of Education II. |
| ✓ Teaching. | ✓ Literature III. | ✓ Literature IV. |
| | ✓ Physiology. | ✓ Physiography II. |
| | ✓ Elective. | ✓ School Management. |
| | | ✓ Elective. |

Two years of Physical Training, Chorus work, Penmanship are required of all students.

*Starred subjects are taken by Latin students in addition to the Latin alternatives.

Electives: Cooking I, Cooking II, Sewing I, Sewing II, Literature V, (winter), Modern History III (spring.)

HIGH SCHOOL GRADUATES

JUNIOR YEAR.

Fall Term.

Psychology I.
 Civics II.
 Literature VI.
 Manual Training III
 or Sewing I or
 Cooking I.

Winter Term.

Nature Study.
 Sociology.
 Music III.
 Grammar III.

Spring Term.

Theory of Education.
 Arithmetic III.
 Drawing III.
 Observation.
 Elective.

SENIOR YEAR.

Psychology II.
 Teaching.

History of Education I.
 Geography III.
 Reading III.
 School Management.
 Elective.

History of Education II.
 Grammar IV.
 U. S. History III.
 Physiography II.

HIGH SCHOOL GRADUATES—KINDERGARTEN
TRAINING

JUNIOR YEAR.

Cooking or Sewing or
 Manual Training III.
 Literature VI.
 Psychology I.
 Kindergarten Theory.

Nature Study.
 Reading III.
 Sociology.
 Kindergarten Theory.

Drawing III.
 Music III.
 Story Telling.
 Kindergarten Theory.
 Observation in Grades.

SENIOR YEAR.

Psychology II.
 Kindergarten Technics.
 Observation and Teach-
 ing in Kindergarten.
 Plan Making and Dis-
 cussion of Practical
 Work.

History of Education I.
 Kindergarten Technics.
 Teaching in Primary Gr.
 Plan Making, etc.

History of Education II.
 Kindergarten Technics.
 Teaching in Kindergar-
 ten.
 Plan Making, etc.

HIGH SCHOOL GRADUATES—PARTIAL COURSE

SECTION I.

Arithmetic III.
 Drawing III.
 Music III.
 Theory of Education.
 Observation.

Psychology I.
 Practice Teaching.

School Management.
 Reading III.
 Nature Study.
 Grammar III.
 Geography III.

SECTION II.

Nature Study.
 Grammar III.
 Geography III.
 Reading III.
 School Management.

Arithmetic III.
 Drawing III.
 Music III.
 Theory of Education.
 Observation.

Practice Teaching.
 Psychology I.

PARTIAL COURSE OF THREE YEARS, LEADING TO THE ELEMENTARY DIPLOMA

FIRST YEAR CLASS—SECTION I.

Fall Term.	Winter Term.	Spring Term.
Grammar I.	Grammar II.	Physiography I.
Geography I.	English Composition I.	Civics I.
Physiology.	Arithmetic I.	Arithmetic II.
Reading I.	Music I.	Drawing I.

FIRST YEAR CLASS—SECTION II. (Repetition.)

Civics I.	Physiography I.	Geography I.
Drawing I.	Reading I.	Music I.
Arithmetic I.	Arithmetic II.	Physiology.
Grammar I.	Grammar II.	English Composition I.
	(Grammar I.)	(Grammar I and II.)
		(Arithmetic I.)

SECOND YEAR CLASS.

English Composition II.	Rhetoric.	Botany I or Zoology II.
Algebra I.	Algebra II.	Algebra III.
Zoology I or Lit. I.	Zool. III or Bot. III.	Theory of Education.
American History I.	American History II.	English History.
(English Composition I.)	(Algebra I.)	Observation.
		(Algebra II.)

THIRD YEAR CLASS.

Training School Work.	Physics II.	Physics III.
Psychology I.	Drawing II.	Music II.
Literature I or Bot. II.	Reading II.	Literature II.
(Algebra III.)	Geometry I.	Geometry II.
		School Management.

DEPARTMENT WORK IN DETAIL

CHILD STUDY AND PSYCHOLOGY

The purposes in view are to develop a larger sympathy, with children and a better understanding of them and their point of view, and to get some realization of the yet unsolved problems of childhood and youth.

These purposes and the conditions attending the work in the school determine what is taught in these classes.

Psychology I is taken in the junior year, Psychology II in the first term of the senior year while the student is teaching in the Elementary School. To students taking the partial courses one term is given while the student is teaching in the Elementary School.

The first term's work is a modification of the course offered in Kirkpatrick's Fundamentals and Salisbury's Theory of Teaching. The second term's work is based upon the texts of Thorndike and Titchener.

SCHOOL MANAGEMENT, PEDAGOGY, OBSERVATION AND PRACTICE

School Management and School Law.—These lines of work are taken up in this course: School hygiene including lighting, heating, ventilation, school furniture, postures and physical exercises, the care of the eye, and contagious diseases; some of the important principles of school law; and a series of conferences on some of the practical phases of school management, including the various relations of the teacher, the program, school organization, school incentives, and the social aspects of the work.

Theory of Education.—This course and those grouped with it are intended to give the student some insight into educational theory and its application in the work of the school room.

Among the topics studied are educational aims, ideals, motives, and forces; the relation of health, fatigue, growth, and development to schooling; play and playgrounds; moral and religious training; the recitation; and the organization and development of school subjects.

Observation.—This course is taken during the term immediately preceding the student's teaching in the Elementary School. It requires but forty-five minutes per day.

It is designed to give the student, first, some survey of the work of all of the grades; second, an opportunity to profit by listening to the teaching done by experts; third, time to make a detailed study of the work and to become acquainted with the children in the grade where he will teach during the following three months; fourth, an opportunity to see something of the relations of the work of this grade to that of other grades.

Teaching.—In immediate charge of each department of the Elementary School is an experienced principal. While retaining supervision, she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil-teachers for planning work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work, with the preparation for it, requires much of the student's time. Hence it is not often advisable for a student to attempt to carry more than one subject in the normal department while he is engaged in teaching.

While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends, however, on the ability of the individual student.

Special Addresses to the Graduating Classes.—Addresses are given each year by some of the city and county superintendents of Southern Minnesota. These have been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. Effort is made to bring before the students for brief or more elaborate addresses men and women who can instruct and inspire them.

GRAMMAR

Grammar I.—This term's work consists mainly in getting a clear knowledge of the fundamentals of modern grammar by a rather close study of the text book, Buehler's Modern English Grammar, and by analysis of connected prose.

Grammar II.—The work of the first term is used as the basis for more difficult analysis, a thorough study being made of clauses, verbs and verbals.

Grammar III.—This course is for high school graduates and consists in a clear and comprehensive review of grammar with special reference to methods of teaching it. Barbour's History and Method of Teaching Grammar is used as a guide for the method work.

Grammar IV.—In this course the process of the development of the English language is studied. Selections from Old and Middle English are compared with modern literature as to syntax, inflection and vocabulary; and irregularities in modern grammar are explained historically.

COMPOSITION

Four courses in composition are offered:

Composition I, II, III.—In these courses daily or weekly themes are required. Specimens and models of prose style are studied.

Rhetoric.—In this course the emphasis is laid on the theory of composition; practice, however, in theme writing is occasionally required.

LITERATURE

In the following courses the aim is to quicken the student's appreciation of literature. Although the studies are largely cultural and for the sake of literature itself, a distinct effort is made to direct the class work to the special needs of the teacher in the grades. To this end in all courses the student is taught to adapt literary masterpieces to the child's mind, to tell in a simple way the stories of the great dramas or novels or narrative poems that may be read; or to select from difficult poetry and prose those parts that may appeal to the child's interests.

Six courses in literature are offered as follows:

Literature I.—A study in narrative prose. Novels and short stories are read.

Literature II.—A general course in English and American masterpieces.

Literature III.—A study of Tennyson's "Idylls of the King" and other narrative poetry.

Literature IV.—A study of Shakespeare. Dramas representing the different periods of Shakespeare's work are studied.

Literature V.—A study of lyrical poetry. Palgrave's "Golden Treasury of Songs and Lyrics," is used as a basis. (Elective.)

Literature VI.—Literature and theme-writing. Specimens illustrating the different forms of discourse are read and studied. This course carries weekly or fortnightly themes.

READING

The course in Reading aims to develop the student's power of thought-getting and thought-giving. No mechanical methods are employed and no show work is done. The endeavor is made to develop power of concentrated thought that will stimulate the student's imagination and emotions, causing a spontaneous response in voice and body. The student is thus led by progressive steps through a natural development to express his thought and feeling through his own individuality. His literary taste is cultivated, his imagination strengthened, and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other dramatists are given, and the arts of story-telling and sight-reading are not neglected.

Voice work and responsive work in gesture are given, some time being devoted daily to this kind of drill.

Reading III, for high school graduates, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and discussion of suitable reading material and supplementary reading for all grades, with story-telling and action work and the preparation and conducting of the reading lesson.

LATIN

The Latin course covers four years of daily recitation and prepares the student to enter the State University. The aim of the first year is to acquire a thorough familiarity with the inflections and syntax together with a large vocabulary. At the same time attention is given to the study of derivatives. In the three following years there are read four books of Caesar, six orations of Cicero and six books of Virgil. During the second and third years a part of the time is spent in writing idiomatic Latin prose based upon Caesar and Cicero. In-

struction is also given in the history of the times and in the organization of the Roman army and the Roman republic as well as in other collateral points. Virgil's Aeneid is read as a beautiful example of Latin literature. The work on this author includes scansion and mythology.

HISTORY, POLITICAL AND SOCIAL SCIENCE

I. HISTORY

The following objects are kept constantly in view: (1) the selection of such subjects for treatment as are most significant and vital; (2) the use of the best materials in text and library; (3) the employment of such methods with the prospective teachers as will realize the greatest effectiveness in the schools of the state. A carefully selected text is used in each subject and liberal use is made of the library. Topics are assigned, readings required, and reports made.

Emphasis is laid on the social and economic as well as the political history. An attempt is made to bring certain phases of geography and government into proper relations with the work in history:

1. **Mediaeval and Modern History.**—Chief attention is given to feudalism, the empire and papacy, the new nations, the crusades, the renaissance, the reformation, the rise of Russia and Prussia, the struggle for colonial empire, the French Revolution and Europe since 1815, especially the formation of constitutional states based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

Modern History III is an elective course in which some great movement of European history since 1789 will be studied intensively.

2. **English History.**—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature and in general to lead to a comprehension of the growth of her institutions. The other is to prepare the student for the intelligent study of early American history, since a right understanding of this necessitates a pretty thorough knowledge of English institutions and customs.

3. **American History I.**—The period covered by this course is from 1750 to 1829. The work is based on text and library work. Emphasis is laid on the social and industrial life of the country along with its political development to the adoption of the constitution, the formation of which receives special attention. In the presidential pe-

riod consideration is given to foreign relations, the struggle for supremacy by the federal government, and our economic and industrial growth.

4. **American History II.**—This course is a continuation of the first and is open to those who have had it or its equivalent. It considers first the Jacksonian epoch, dealing with the problems of government, the social conditions, and the economic and industrial developments. It takes up, second, the period of secession, civil war, and reconstruction.

5. **American History III.**—This course is primarily for high school graduates. It seeks to prepare directly for the teaching of the subject, and aims at three things: (1) a liberal study of some selected epoch; (2) some consideration of the pedagogy of history; (3) an examination of subject matter and its presentation in the several grades.

6. **History of Education.**—The work includes besides the accounts of the different educational movements of the past some study of the theories behind these movements and a general view of the development of culture and of social and industrial institutions. While a text book is placed in the hands of the students a very broad consideration of the subject is expected and extensive library work is required. Each student makes a somewhat extended and detailed report on some great educational movement. The first term's work extends to the revival of learning. The second term emphasizes this topic and considers the later movements and their leaders, giving attention to modern educational institutions.

II. POLITICAL AND SOCIAL SCIENCE

1. **Civics I.**—This is an elementary course intended for those who expect to teach without completing the standard course. It is based on a text book with some library reference. It counts for credit only in the three-year course.

2. **Civics II.**—This course is for students in the later years of the full courses. Local government is studied with special reference to its significance and importance. Careful attention is given to our federal state with its dual government—commonwealth and general. The aim is to reach a clear conception of the government in its relation to the people.

3. **Sociology.**—It is the object of this course to introduce the student to the structure of society, and to the forces that operate to develop or destroy social customs and institutions. Emphasis is laid on the social functions and relations of the home and the school.

GEOGRAPHY

The memorizing of a multitude of unrelated facts of geography has slight educational value; hence the work is confined to a thorough study of a few types as concrete illustrations of general principles of teaching the subject. As geographic knowledge should not be remote from the student's experience, observational work, bringing in the causal relation, is emphasized as furnishing the only means of forming correct concepts of regions and conditions beyond the sense grasp. Attention is given to map interpretation, and field excursions are made as often as practicable. The topical method is used, and the effort is to make students independent in the use of reference books and other printed matter.

As a result of the great strides at present being made in the civilization of the nations man is drawing from all the world to provide for his wants, and this leads to increased attention to commercial geography, for the reason that commercial relations depend closely on the physical character of the different countries and the welfare of the people inhabiting them.

The course in geography includes:

1. Mathematical geography.
2. Physical and commercial geography. (Physiography I.)
3. Detailed study of North America as a type of continental studies.
4. Systematic weather observations including the making of charts.
5. Discussion of methods of presenting the subject in its different phases.
6. The collection of material, such as pictures, commercial products, magazine articles, pamphlets, etc., to aid in teaching.

Geography III is the course in review and methods arranged for high school graduates.

ELEMENTARY SCIENCE OR NATURE STUDY

The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration; supplementary nature literature is examined and discussed, and a list of the best nature books is given. Students are required to plan model lessons.

PHYSICAL SCIENCE

Physics.—The work is divided into three parts: (1) mechanics, given in the fall; (2) magnetism and electricity, in the winter; and (3) heat, light and sound, in the spring. The text, Millikan and Gale's First Course in Physics, is supplemented by laboratory work by the student. The laboratory exercises are designed to illustrate the principles studied in the text. The school has a good supply of apparatus for demonstrations and laboratory work and the department library (in the general library) has many excellent reference books.

Chemistry.—Two terms are required in the junior year. The work includes general inorganic chemistry together with some qualitative analysis or organic chemistry. The student spends three periods per week in the class room and at least two double periods per week in the laboratory.

Physiography.—In addition to the elementary work done in physical geography in the first year a course is offered in the senior year designed to be an advanced course in the subject (Physiography II.) A study is made of the various land forms with reference to their origin, and of the structural arrangement of the material of the earth. As many field trips are taken as can be arranged.

BIOLOGY

I. BOTANY

There are three terms or courses offered in botanical biology; Botany I, II and III. Students should complete Botany I before beginning Botany II. All courses are planned to present the fundamental principles of the science.

Botany I.—A study of the Morphology and Physiology of Flowering plants.

Botany II.—A continuation of Botany I.

Under certain conditions and especially if rapid progress has been made with the work in the spring term, Botany II may be varied and another course offered in its place. This will be the Morphology, Evolution and Natural Grouping of Plants.

If it seems profitable, either in the fall or spring, some time will be assigned to collecting and identifying plants. Directions will also be given for herbarium preparation.

Botany III.—This course is offered in the winter term. All students who take one term of botany only will enter this course.

The time required in the theoretical work is from three to five periods each week. The laboratory requirement is two consecutive hours two days each week. Field lessons and personal out door observations are also required.

II. ZOOLOGY

As in botany, there are three terms or courses offered in zoological biology—Zoology I, II and III. Students should complete Zoology I before beginning Zoology II. These courses present the elementary principles of the subject.

Zoology I.—Chiefly a study of invertebrate types of animal structure.

Zoology II.—Mainly a comparative study of vertebrates. This work is especially valuable to those students who expect to teach physiology.

Zoology III.—This course has been organized especially for those who are required to take one term of zoology only.

The theoretical portion of the work requires from three to five periods each week. Students are required to be present in the laboratory two consecutive hours two days each week. A certain amount of field work is also required.

III. PHYSIOLOGY

This course is offered each term of the school year. The course attempts to present the more important fundamental phases of the subject. So that students will obtain sufficient knowledge of the human body to help them to take better care of their own health. It also plans to give such knowledge of hygiene as will be useful to teachers in the schools of the state.

The time required for the theoretical part of the work is from three to five periods each week. The laboratory work requires two consecutive hours two days each week.

The department is provided with models, skeletons, charts and preserved material.

THE MUSEUM

The museum contains several hundred mounted birds, several hundred bird skins, some of the commoner mammals of the state, a fair collection of amphibians and reptiles, several thousand specimens of fishes, a collection of invertebrates, herbarium specimens and other plant material, a collection of minerals and specimens of Minnesota rocks, a collection of Philippine corals, and numerous fossils.

MATHEMATICS

Arithmetic.—Two terms are given to this branch of mathematics in the standard course; high school graduates take one term of review and methods (Arithmetic III.) Only those topics are studied that have either practical or cultural value. The student is urged to think clearly without aid from text. Careful analysis is expected; precise written form is insisted upon. While the work consists in a large degree of the subject matter, the best way to teach the subject is kept constantly in mind.

Algebra.—Three terms are given to algebra. The first term's work extends to simple simultaneous equations; the second term completes the work in elementary algebra as given in the text by Slaughter and Lennes; the third term's work is advanced algebra. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

MUSIC

The work in this department has for its direct object the preparation of our students to teach music in the public schools. One term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as represented in Music I, deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work (Music II) in theory and methods involves the subjects of the first term's instruction from the standpoint of a teacher. Music III is the course arranged for high school graduates. The best methods of teaching music in the public schools are taught with observation and practice in the Elementary School under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

The Glee Club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

DRAWING

The course in Drawing has been planned to give the students a knowledge of the different lines of the subject adaptable to school work, with the best methods of presentation and development. It is the aim in Drawing I to give a thorough drill in outline drawing that the fundamental principles may be established; to familiarize the students with the characteristics of the art of the ancients and with the work of modern painters.

Drawing II includes work in perspective, mechanical drawing, design, color, charcoal, figure and out-of-door sketching.

Drawing III is the course offered to high school graduates.

Advanced work is given to students desiring further study or for the benefit of those who may wish to make a specialty of drawing.

During the term of teaching in the Elementary School practice is given either in teaching drawing or in assisting, under the direct supervision of the art instructor.

MANUAL TRAINING

Convenient rooms, well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Manual Training I and II are taken by full course students; Manual Training III is a one-term course arranged for high school graduates.

The work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, mechanical drawing and wood and art metal work, such as will meet the needs of the schools of the state. Classes are organized as needed in weaving and basketry.

The adaptation of the work to the mental and physical ability of children is given especial attention.

HOME ECONOMICS

Two suites of rooms have been equipped for this work which is coming into prominence in the public school systems of the state. The aim is to prepare the young women to teach the elements of the included subjects in the public schools and to train them to be homemakers. The equipment is as complete as it can be made and the laboratories are pleasant, well-lighted and airy.

Cooking and sewing are offered as elective subjects only to students taking the standard courses. One or two terms may be elected in each subject.



HOME ECONOMICS—COOKING LABORATORY



HOME ECONOMICS—DINING ROOM

Cooking I.—This course is planned to interest the girls in the work of the housekeeper; the importance of economy, neatness, accuracy and deftness is emphasized. Subjects considered: the equipment of a kitchen; the uses and care of utensils and contrivances; a study of the food principles; the preparation of various foods by simple methods; the cost of dishes prepared; table-setting and the service of simple meals.

Cooking II.—Subjects considered: the preparation of foods by more complicated methods; dietaries—planning of meals with reference to locality, food principles, income and size of family; planning and serving of formal meals with special attention to the duties of hostess and waitress. Pre-requisite, Cooking I.

Sewing I.—This course is almost entirely hand work and is intended to prepare students to teach the subject in the grades of the public schools. It includes the making of the various stitches used in plain sewing, different kinds of seams, patching, darning and repairing of garments and many other principles of plain sewing. These principles are applied in the making of various useful articles; during the latter part of the term a little machine work is combined with the hand work in the making of underwear.

Sewing II.—This course takes up dressmaking and includes the drafting of patterns for all kinds of garments and the fitting and finishing of skirts, tailored shirtwaists and the like.

PHYSICAL TRAINING

The recognized importance of physical training in the minds of educators makes the subject necessary to every teacher. A healthy body and a knowledge of the laws of physical education enable the teacher to stand for unified development of body and mind.

The course consists of exercises from the Emerson, Swedish, and German systems. Students are drilled in military tactics, fancy steps, and exercises with dumb bells, Indian clubs, bar bells, wands and bounding balls. Classes in methods are given including talks on hygiene, the underlying principles of physical culture, and on graded exercises, marches and games suitable for use in public schools. Pupil teachers are required to teach this subject during their work in the Elementary School.

Each young woman is required to have a gymnasium suit, consisting of a loose waist and divided skirt gathered at the knees. Shoes must be low and without heels.

The young men of the school play interscholastic games of football, basket ball and baseball in season. Teams in basket ball and indoor base ball are organized for the young women.

The new Gymnasium affords the best facilities for this work. It contains a fine basket-ball court with galleries, necessary apparatus, baths and lockers.

SPECIAL TRAINING FOR KINDERGARTENERS AND PRIMARY TEACHERS

While the kindergarten training has been planned solely with the idea of giving the most effective preparation for teaching young children, it is as it now stands an adaptation of the regular standard course to the needs of kindergarten and primary teachers.

The Kindergarten is rapidly taking its place as an integral part of the public school system, and the necessity for breadth of view and a sympathetic understanding upon the part of its teachers of the work all along the line makes it advisable to unify the course of training whenever possible. The review and method work in the common branches has been omitted as being less essential to the teacher in early grades than special training in the handling of all that forms a part of the kindergarten and primary curriculum. The work in psychology, sociology, literature, nature study, music, drawing, reading and manual training is the same as in the standard course.

Knowledge of kindergarten principles, methods and materials is now recognized as indispensable in the equipment of a first class primary teacher, and the aim has been to impart this without in any way lessening the amount of strictly primary training. The direct preparation for work in the primary grades is acquired through observation and teaching in that department, but a most natural and helpful foundation is laid for this in the intimate acquaintance with children gained in the kindergarten and in the knowledge acquired concerning the instincts, impulses and interests which are dominant in the early stages, and of the way in which these may be utilized in the process of education.

A year's study of educational principles which not only apply to the kindergarten but underlie every phase of modern education contributes largely to the understanding and efficiency of the student.

The special training in the use of materials occupying a place in kindergarten and primary grades; the acquaintance with children's literature and the knowledge of how to present it gained in the story-telling course and in actual work with the children; the study of the educational uses of play and games; rhythm and music are all strongly



KINDERGARTEN



MANUAL TRAINING

emphasized and help greatly to qualify the student for the work in view. The longer time devoted to practice teaching under close supervision gives her an opportunity to develop along lines of strength and to overcome weaknesses which might otherwise stand in the way of her success. The increasing demand for kindergarteners and for primary teachers with a kindergarten training has made this department a popular one.

A high school diploma or evidence of equivalent preparation is required for admission. The work covers a period of two years (six terms), and the diploma becomes a life certificate when endorsed after two years of successful teaching. Graduates of full courses of normal schools, will be able to complete the work in less than the regular time.

The tuition fee is \$10.00 per term.

THE ELEMENTARY SCHOOL

This department, with about three hundred and fifty children enrolled, includes grades from the kindergarten to the eighth. The school is organized in four groups, the kindergarten, the primary, the intermediate, and the grammar. In immediate charge are the director and four principals with four assistants, all equipped for their duties by long experience and special training. These instructors supervise and direct the teaching done by the students of the Normal Department and teach a number of classes daily.

Each student before teaching has done, in addition to his academic work and the review of the common branches, at least a term's work in psychology, one in the theory of education, and one in the direct observation of the teaching done by the regular staff and in the discussion of the recitation. This gives the pupil-teacher a substantial basis for his school-room work, viz.: a working knowledge, first, of children; second, of the best current theory of the work of a school and of the relations of each part of this work to the whole; third, an immediate knowledge of the work in the grades in the building and of the work to be taken up when he teaches, as well as an acquaintance with the children to be entrusted to his care.

The continuity of the work of the school is carefully preserved by the supervision of the director, the principals and the assistants. Each pupil-teacher is required after a general outline is given to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor and high ideals characterize the work done by the pupil-teachers, whose training makes them effective and desirable teachers.

The course of study makes it possible to take advantage of the best current ideas on education. Personal attention is given to children deficient in one or more subjects. The children have access daily to a library on their floor. This library contains 12,000 volumes, including a large number carefully selected for children. The best text-books are furnished at a nominal rental. Tuition is free below the fifth grade.

The new Elementary School building, erected in 1908, affords the best facilities for the work. In lighting, heating, ventilation and arrangement it is a model building.

Among the special advantages of the school may be mentioned the following:

1. **Sewing.**—A scientific course in sewing is given to the girls of the school from the fifth to the eighth grades, inclusive.

This gives a practical knowledge of the principles of plain sewing, including drafting and the fitting and making of garments. The different kinds of stitches, hems, seams, patching, darning, mending, making button holes, and the sewing on of fastenings are taught first. Then follows the application of these in various ways.

The importance of this subject is seen at once when it is realized that only one girl in four has obtained any knowledge of such work in the home training.

2. **Industrial Work.**—All of the children receive two or more lessons each week with tools, or in the simple household or commercial industries. For children in the grades manual training and domestic economy are as valuable for one child as another. More than any other school study they develop the power to plan for the accomplishment of a definite purpose, for the adaptation of ways and means to secure a desired result. This alone is a very important mental training and includes training in habits of accuracy, close observation and selection of facts bearing on the work in hand. Many school subjects relate to these fields, e. g., arithmetic, geography, art, work, and language training. A knowledge of those tools likely to be of general service, together with facility in their use, is secured.

In grades above the primary this work is done in the shop and laboratories of the Normal School where the equipment is the best obtainable.

3. **Physical Culture.**—Much attention is given to this line of work. It is not meant to undervalue the recess, but to supervise it and supplement it by systematic training suited to the age and development of each child.

Since first impressions are very lasting, generally the most lasting, and it is very difficult to undo the results of wrong beginnings, the school has a most important problem and duty in starting children aright in each line of school work. This most difficult problem receives special attention.

While the management of the school does not question the value of the mastery by the children of the ordinary school processes and subject matter, we believe that these should find a place in relation to the larger ideals of the school. Among these ideals we give prominent place to the following: The school should lead and develop the children's activity, and train them in accurate thinking, and in accomplishing this



ELEMENTARY SCHOOL AND GYMNASIUM

the instincts and interests of the children should be utilized and there should be afforded them suitable opportunities for the exercise of ingenuity, invention and expression; individuality, power of initiative and co-operation should have a place; health and self-control should be part of the general result of the school course; suitable to each child's stage of growth and development should be given an acquaintance with art, literature, science, mathematics, and history and an abiding interest in them, together with high ideals for moral, religious and intellectual growth.

GENERAL INFORMATION

THE LIBRARY

The school possesses beautiful library rooms occupying an entire wing on the first floor. Light, heat, ventilation and adaptability to the special purpose in view have been prime considerations in its construction and the result is both practical and pleasing.

The number of volumes in the library is about 12,000. The Dewey decimal system of classification is in use and a dictionary card catalogue makes the books easily available to readers.

A carefully chosen library for the children of the model school occupies a pleasant room adjoining the main library, thus affording to all students the opportunity to become familiar with the best literature for children.

A collection of 700 mounted pictures illustrating various subjects in the school course has been classified and catalogued and is a valuable addition to the equipment.

Students have free access to the shelves. The topical method of study which is generally used in the several departments of instruction requires a large amount of reference work. In this way students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian will meet all new students as often as may seem necessary, to give them a working knowledge of the library as early in the year as possible. Some instruction is also given by lectures on library methods and juvenile literature.

A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

RELIGIOUS INFLUENCE

Students are required to be present at the opening devotional exercises each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city extend a cordial welcome to their services and Sunday schools. Besides this a branch organization of the Young Women's Christian Association exists in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE

The discipline of the school is such as befits an institution for the training of teachers. It is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES

Tuition is free to all students admitted into any of the classes of the Normal Department (except the Kindergarten training classes) provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of \$10 per term in advance, one-half payable at the beginning and the other at the middle of the term. The tuition fee in the Kindergarten training class is \$10 per term.

The ordinary price of board, including furnished room, light and heat, is about \$4.00 per week; a few places are open at a somewhat lower price. Those desiring to board themselves can obtain rooms at very reasonable rates; this mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$2.50 to \$4 per month, according to size, location, conveniences, etc. Furnished rooms cost from \$5 to \$8 per month, according to location and excellence. Two students usually occupy a room.

All necessary text books can be rented from the school; the fee is \$1.50 per term, which insures the privilege of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purpose of reference such text books as they may have. Those who prefer to purchase the text books can obtain them at the school at wholesale prices.

GYMNASIUM



In the Elementary School the tuition is 25 cents per week in the fifth and sixth grades, and 30 cents in the seventh and eighth grades. In each grade all needed text books are furnished, for which there is a rental fee of 25 cents per term in the fifth and sixth grades, and 35 cents per term in the seventh and eighth grades. Books are free in all other grades.

THE MANKATONIAN

The Mankatonian is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds was filled works of art were selected as shown by the following list:

Class of 1889—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the assembly room.

Class of 1893—A statue of Minerva, of heroic size.

Class of 1895—Statue of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus of Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Classes of 1901, 1902, 1903, 1905, 1906, 1907, 1908, 1909 and 1910—Beautiful stained glass windows for the assembly room.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES

Diplomas of the State Normal School are valid as certificates of qualification to teach in any of the common schools of the state under the following provisions:

(1) A full diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma a state certificate for life.

Elementary diplomas issued previous to Sept. 1, 1911, to students enrolled before June 1, 1909, will be endorsed for five years after two years of successful teaching. Under the act of 1909, elementary diplomas except as just stated will not be renewed by endorsement. Those who shall secure such diplomas by the completion of three years of the standard course may have them extended for three additional years by completing the fourth year of the course of study.

The State Superintendent of Public Instruction will accept standings from the State Normal Schools in subjects prescribed for teachers' certificates.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS

These officers can materially aid the cause of public education by sending to the State Normal School through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are not granted to graduates. Personal letters to school officers, detailing the merits and defects (if any) of an applicant, will be sent on application.

CORRESPONDENCE

All letters of inquiry and requests for catalogues should be addressed to

**CHARLES H. COOPER, President,
Mankato, Minn.**

STUDENTS—THE NORMAL SCHOOL

GRADUATE COURSES

SENIOR GRADUATE CLASS.

Helen M. Alworth, Mankato.	Ima Lucile Juni, New Ulm.
Florence Anderson, Franklin.	Louis L. Landberg, Marine Mills.
Stella M. Bell, A. B., Green Bay, Wis.	Eleanor Osborn, Mankato.
Loida C. Beussmann, New Ulm.	Ethel M. Payton, Slayton.
Oliva Bjorklund, Meriden, Ia.	Mabel C. Peterson, New Ulm.
Grace Brewster, Mankato.	Jessie B. Sanborn, Mankato.
Stella Maud Carnes, Winthrop.	Musa Slade, Adrian.
Frank West Chapman, Westbrook.	Joseph L. Tallman, Vernon Center.
Joyce E. Fiero, Mankato.	Alice A. Thomas, B. S., Mankato.
Laura S. Fulton, St. Paul.	Helen Weed, Mankato.
Isabel D. Hanke, St. James.	Esther M. Wertenbach, Dodge Center
Alice K. Hanson, Mankato.	Frieda M. Wiegand, Janesville.
Jessie Mae Harter, Mankato.	Clara A. Zieske, Mankato.
Rosabel M. Haycraft, Madelia.	Anna F. Zoch, Montgomery.
B. Eleanor Johnson, Mankato.	

JUNIOR GRADUATE CLASS.

Lucy M. Adams, Jasper.	Gertrude E. Jansen, Clara City.
Minnie V. Anderson, Northfield.	Mildred H. Jensen, Redwood Falls.
Olga M. Anderson, Jackson.	Hazel Jewett, Evanston, Ill.
Eloise Avery, Jackson.	Genevieve King, Minneapolis.
Aurelia Baier, Belle Plaine.	Inez M. Lloyd, Sparta, Wis.
Gladys V. Benner, Mankato.	Hilda C. Lundberg, Clarkfield.
Matilda Bolin, La Salle.	Lylah McDonald, Rosemount.
Agnes M. Boucher, Mankato.	Veronica M. Maguire, Waseca.
Mabel A. Bringgold, West Concord.	Louise W. Moede, Sanborn.
Alton Butterfield, Sherburn.	Amy Mott, Mankato.
Earle E. Butterfield, Sherburn.	Eleanore Mott, Mankato.
Theresa J. Conroy, Prior Lake.	Mabelle G. Nason, Kasota.
Emma E. Eberlein, Blue Earth.	Ora Camilla Nelson, Jackson.
Bertha Evans, Lime Springs, Ia.	Alvina T. Nowak, Montgomery.
Nelle F. Fetter, Tracy.	Madaline A. O'Neil, St. James.
Mary E. Fitzpatrick, Jordan.	Albina B. Petricka, Montgomery.
Mary J. Franta, Montgomery.	Margaret Pond, Mankato.
Della S. Gilkey, Prior Lake.	Anna Reese, LeSueur.
Clara L. Glazier, Alden.	Gladys Ruble, Fairmont.
Fred J. Grupe, Sherburn.	Mabel Rutan, Mankato.
Ada E. Harriman, Mankato.	Louina R. Siverson, Blue Earth.
Louise E. Hensel, New Ulm.	Anna M. Spence, Montgomery.
Clara Holte, St. James.	Juliana Spencer, Henderson.
Myrtle Ruth Holtz, Minneapolis.	Hazel B. Vosburgh, Lake City.
Eleanor G. Horst, LeSueur.	Mabelle E. Walker, Yorkville, Ill.
Plume M. Husby, Jackson.	Selma T. Wroolie, Delavan.

SENIOR KINDERGARTEN TRAINING CLASS.

Bessie M. Allen, Sioux Falls, S. D.	M. Genevieve Lenihan, Lakeville.
Margaret Bangerter, Mankato.	Marion S. Mitchell, Devils Lake, N. D.
Lillian Coughlan, Mankato.	Mildred Morehart, Mankato.
Adell Garvin, Berlin.	Martha Swain, Elysian.
Mary A. Goodrich, Durand, Wis.	Martha Wiecking, Mankato.
Lillian Harlin, Mankato.	Eleanor Wood, Mankato.
Mary V. Langford, Green Isle.	

JUNIOR KINDERGARTEN TRAINING CLASS.

Marguerite Cabot, Heron Lake.	Laura A. Lyon, Rochester.
Anna Helen Cross, Arlington, S. D.	Jeanette Mitchell, Tracy.
Maurine W. Edwards, Tracy.	Adda Reid, Mankato.
Nellie Ford, Mankato.	Gertrude K. Schumacher, Heron Lake.
Mary R. Janousek, Montgomery.	Nellie E. Springer, Delavan.
Eleanor M. Johnson, Mankato.	Edith Thayer, Minneapolis.

PARTIAL GRADUATE COURSE.

Hilda J. Afdem, Clarkfield.	Josie A. Cox, Adrian.
Mayme Allen, Canby.	Laura A. Cragun, Jordan.
Myrtle M. Amtsbauer, Franklin.	Cecile C. Credicott, Mapleton.
Lyda E. Amundson, St. Peter.	Leah B. Credicott, Mapleton.
Anna M. Anderson, St. James.	Martha R. Cunrath, Jordan.
Edna V. Anderson, Lewistown.	Evelyn M. Daly, Sanborn.
Eva A. Anderson, St. James.	Anna E. Deane, Janesville.
Winnifred B. Anderson, Plainview.	Esther M. Dirks, Springfield.
Eva M. Augustine, Kasson.	Anna E. Donlon, Morton.
Charlotte M. Babcock, Winnebago.	Stella O. Drake, Madelia.
Agnes Bartholmew, Blue Earth.	Anna H. Droege, Glencoe.
Lora A. Beard, Kasson.	Elizabeth T. Duane, LeSueur.
Tillie Beck, Heron Lake.	Mabel L. Eckhardt, Blue Earth.
Georgia L. Bellingham, Marshall.	Myrtle Edwards, Sherburn.
Ida Marie Betcher, Ada.	Cora E. Ellis, Dodge Center.
Irma E. Blauert, New Ulm.	Myrtelle L. Ellis, Dodge Center.
Mabelle G. Bolton, Elgin.	Clara Marie Enge, Elmore.
Delia Borchert, Mapleton.	Effie Endicott, Niobara, Neb.
Ruth Bradley, Mankato.	Gertrude Evans, Pipestone.
Josie A. Brusek, New Richland.	Gladys Evans, Pipestone.
Edna G. Buell, Kasota.	Minnie J. Fisher, Orange City, Ia.
Beth Bullard, Fairmont.	Josephine C. Fitzpatrick, Jordan.
Margaret E. Byrne, LeSueur.	Leila F. Fox, Devils Lake, N. D.
Mary E. Byrne, Mankato.	Wyona B. Fox, Springfield.
Anna J. Cady, Marshall.	Mabel E. Freeman, Slayton.
Mary Campbell, Vernon Center.	Lillian M. Glazier, Alden.
Mayme Caspari, Lake City.	Estella M. Gooch, Ellsworth.
Clara C. Cipra, Austin.	Myrtle B. Grimes, LeSueur.
Mayme C. Clarkin, Montgomery.	Maribel Grogan, St. James.
Mary E. Clarkin, Montgomery.	Ellen E. Gustafson, Winthrop.
Maude H. Clifford, Mapleton.	Florentine Haesecke, St. Peter.
Emma G. Conley, Minneapolis.	Minnie Hansen, Lake Crystal.
Elizabeth Cornish, Slayton.	Lois Harnden, Sherburn.
Nellie E. Cowles, West Concord.	Myrtle I. Harrison, Pipestone.

- Frances C. Haubrich, New Ulm.
 Ellen C. Hedren, LaFayette.
 Ruth A. Hellebo, Janesville.
 Esther R. Henkel, Elmore.
 Mary Hiebert, Mountain Lake.
 Josephine Hillesheim, Sleepy Eye.
 Annie G. Hislop, Mapleton.
 Catherine A. Hoban, Benson.
 Loretto R. Hoban, Benson.
 Maude J. Hoff, Farmington.
 Anna Hoverson, Mapleton.
 Hazel A. Hughes, LeSueur Center.
 Ada A. Hulce, Elmore.
 Mamie H. Hulce, Elmore.
 Mabel E. Hull, Balaton.
 Clara J. Jacobson, Tracy.
 Camilla Jelinek, New Prague.
 Lucie Jelinek, New Prague.
 Amy D. Johnson, Park Rapids.
 Hannah C. Johnson, Sacred Heart.
 Inga S. Johnson, New Richland.
 Lydia Johnson, Tracy.
 Sadie M. Johnson, Kasota.
 Ida Jones, Lime Springs, Ia.
 Jessie M. Jones, Heron Lake.
 Margaret Mae Jones, Lime Springs, Ia.
 Frieda M. Kakuschke, Waseca.
 Alma T. Katzenmeyer, LeSueur.
 Julia A. Keefe, Morton.
 Caroline P. Keil, Sherburn.
 Margaret B. Kelly, Waseca.
 Irene G. Kennedy, Morton.
 Theresa K. Kenney, Mankato.
 Alice Kenyon, Lamberton.
 Arthur Kittleson, Montevideo.
 Johanna M. Knudson, Sleepy Eye.
 Augusta L. Koller, LeSueur.
 Levina A. Koonze, Long Prairie.
 Eva V. Kretsinger, Lake Benton.
 Frances E. Kruger, Janesville.
 Margaret A. Lambert, West Concord.
 Josephine M. Landgraf, Canby.
 Clara Larson, Canby.
 Celecta J. Lawrence, Brownsdale.
 Jennie E. Lewis, Tony, Wis.
 Frieda L. Lindstaedt, Fairmont.
 Elizabeth Lindscheid, Butterfield.
 Edna May Little, Elmore.
 Emma Logan, LeSueur.
 Clara S. Ludwig, Cottonwood.
 Emma R. Luedke, Garvin.
 Mayme S. McGovern, Mankato.
 Belle J. McGuckin, Mankato.
 Jennie L. McKenzie, Sleepy Eye.
 Belle McKinnon, Mapleton.
 Frances McMichael, Vernon Center.
 Elizabeth B. Macnamara, Madelia.
 Katherine Malan, Ada.
 Elna A. Malzahn, Mankato.
 Agnes Manderfeld, New Ulm.
 Lillian Manderfeld, New Ulm.
 Verna A. Mason, Spring Valley.
 Louella G. Matheu, Henning.
 Verena E. Matzener, Mapleton.
 Mary A. Maxwell, Fairfax.
 Agnes G. Meany, Austin.
 Clara Melbostad, Clarkfield.
 Inga T. Melbostad, Clarkfield.
 Bessie B. Menten, Lake Crystal.
 Cora S. Mickelson, Mankato.
 Lillian Moes, Minneapolis.
 Marion Moes, Mankato.
 Catherine Mountain, Good Thunder.
 Lillian C. Mountain, Good Thunder.
 Ruth M. Murray, Marshall.
 Loline A. Musch, Marshall.
 Hilda Nelson, Winthrop.
 Florence E. Neumann, Springfield.
 Evelyn G. Newton, Franklin.
 David T. Nickel, Mountain Lake.
 Lois Mae Nightingale, Hutchinson.
 Grace Niles, Cresco, Ia.
 Lizabelle Norman, Lake Crystal.
 Mabel C. Nupen, Tracy.
 Anna R. O'Brien, Monticello.
 Rose C. O'Brien, Mankato.
 Ellen M. O'Leary, Waterville.
 Minnie Olsen, Mankato.
 Ellen Olsen, Kasota.
 Lucy M. Osborn, Farmington.
 Margaret B. Palmer, Fairmont.
 Margaret Paulson, Belle Plaine.
 Delilah A. Payton, Slayton.
 Ida Peterson, Kasota.
 Stella J. Peterson, New Ulm.
 Bernice C. Petrie, Janesville.
 Huldah O. Pettersen, Madelia.
 Gladys E. Poole, Truman.
 Grace L. Pulver, Jackson.
 Agnes Pyne, St. Peter.
 Arthur Rakness, Alpha.
 Nellie Readle, Miloma.
 Mayme B. Robertson, Alden.
 Anne L. Rodgers, Park Rapids.
 Belle L. Roe, Mapleton.
 Frieda Rosenow, Mapleton.
 Lena C. Roster, Northfield.
 Gladys Ruble, Fairmont.

- Mae Russell, Mankato.
Hattie Sager, Chatfield.
Florence K. Scheid, Robbinsdale.
Hazel C. Schoelkopf, Mankato.
Mabel J. Schoelkopf, Mankato.
Anna D. Schroeder, Shakopee.
Lina C. Schroeder, Shakopee.
Margaret C. Sculley, LeSueur.
Fern E. Sheldon, Waterville.
Mary Hazel Short, Stillwater.
Claire L. Skipton, Kasota.
Ethel M. Skipton, Kasota.
Vesta L. Small, Westbrook.
Agnes L. Smith, Cannon Falls.
Alice L. Smith, Cannon Falls.
Flora V. Smith, Eagle Lake.
Hattie E. Smith, Elmore.
Christina M. Solensten, Toronto, S. D.
Margaret E. Somers, St. James.
Mary Stenborg, Sacred Heart.
Rosalie C. Stevens, Janesville.
Leah C. Stewart, Litchfield.
Christine Stockman, Plato.
Bertha M. Stoddard, Canby.
Mildred I. B. Swennes, Heron Lake.
May C. Swift, Tracy.
May Taylor, LeSueur.
- Jane A. Thomas, Lake Crystal.
Alice Thompson, Mankato.
Birdie E. Tompkins, Mankato.
Elvira G. Tuberg, Mankato.
Inez M. Tupper, Comfrey.
Hazel D. Tuthill, Welcome.
Andrea Uleberg, Hayfield.
Ethel Z. Uplinger, Sherburn.
Hazel L. Ward, Blakeley.
Irma R. Ward, Blakeley.
Anna C. Welch, Tracy.
Margarete D. Wermerskirchen, Iona Lake.
George Wheelock, Hartley, Ia.
Marie R. White, Fulda.
Grace M. Whiting, Spring Valley.
Louise C. Wiberg, Lake Crystal.
Blanche M. Wierwill, LeSueur.
Jessie D. Wiggins, Luverne.
Selma F. Wilander, Gibbon.
Ellen E. Willis, Janesville.
Myrtle G. Wilson, Janesville.
Eva F. Wimer, Minneota.
Lottie T. Wolstad, Sacred Heart.
Ruth B. Wood, Heron Lake.
Lucy Zettel, Welcome.
Mabel C. Zieske, Mankato.

ACADEMIC-PROFESSIONAL COURSES

STANDARD COURSE

SENIOR CLASS.

Ava A. Antoine, Lake Crystal.
 Marjorie Bohan, Mankato.
 Etta E. Boston, Mankato.
 John Francis Crean, Amboy.
 Joseph E. Cummings, Mankato.
 Ellen Marie Gustafson, Mankato.
 Iva Matilda Hallman, Mankato.
 Eva B. Harriman, Mankato.
 Henry G. Hodapp, Eagle Lake.
 Frances McBride, Mankato.
 Edna Belle McKinzie, Mankato.

James August Nelson, Morgan.
 Julia D. O'Brien, Mankato.
 Charles F. Pecholt, Wesely.
 Josephine Riley, Mankato.
 Lucile Rives, Merriam Park.
 Minnie Schmokel, Prior Lake.
 Alta M. Springer, Mankato.
 Evelyn C. Tyler, McKinney, N. D.
 Pearl A. Williams, Mankato.
 Margaret Wolfe, Mankato.

JUNIOR CLASS.

Selma H. Bachman, Young America.
 Stella V. Ballou, Fairmont.
 Ralph E. Barr, North Mankato.
 Ruth K. Barr, North Mankato.
 Ruth I. Bragdon, Mankato.
 Blandina S. Breher, Owatonna.
 Jessie R. Daniels, Mankato.
 Esther Jean Davis, Mankato.
 Emmet R. Hephner, Marshfield, Wis.
 Mabel Kurth, Mankato.
 Ida M. Lewis, Mankato.
 Kaia G. Lindsoe, Mankato.
 Mabel McNeil, Elysian.
 Alberta Noe, Mankato.

Anna M. Parker, Garden City.
 Alice J. Peterson, Nicollet.
 Isabel O. Potter, Tracy.
 Katherine E. Roberts, Mankato.
 Nell Russell, New Ulm.
 Melvin P. Roske, Gary, S. D.
 Alice Schoelkopf, Mankato.
 Philip Schweickhard, Mankato.
 Walter I. Scott, Mankato.
 Flora A. Spicer, Watertown, S. D.
 Harry J. Steel, Mankato.
 Carrie R. Teigum, Madelia.
 Josephine R. Thayer, Mankato.
 Kittie C. Ward, Mapleton.

THIRD YEAR CLASS.

Eunice R. Ash, Mankato.
 Jennie A. Ash, Mankato.
 Ruth L. Austin, Mankato.
 Maud F. Barnes, Mankato.
 Sadie H. Blake, Mankato.
 Julia T. Borchert, Mapleton.
 Joseph J. Brom, Wesely.
 Clarence Burmeister, Mankato.
 George B. Clarke, Avoca.
 Alice Mildred Clements, Mankato.
 Pauline L. Daly, Mapleton.
 Anna Ekle, Mankato.
 Eleanor O. Erlandson, Maynard.
 Augustine S. Gredvig, Delavan.

Olive L. Harriman, Mankato.
 Merle Harter, Mankato.
 Myrtle E. Hedberg, Mankato.
 John P. Hoffman, Round Lake.
 Anna G. Knutson, Mankato.
 Warner C. Landfield, Burchardville, Pa.
 Hazel B. McKinzie, Mankato.
 Gertrude Macbeth, Eagle Lake.
 Ernest Bertram May, Mankato.
 Joseph Novak, Wesely.
 Willis W. Randall, Mankato.
 Vernon Rimmer, Elysian.
 John Roberts, Mankato.

Ethel B. Scott, Truman.
 Dean Schweickhard, Mankato.
 Ruth V. Scott, Truman.
 Anna E. Shea, New Richland.
 Lewis L. Shimota, Wesely.

Doris Slade, Adrian.
 June Van Winkle, Mankato.
 Wheaton Williams, Mankato.
 Lois Yeaple, Mankato.
 Martha Zehm, Mankato.

SECOND YEAR CLASS.

Ida O. Anderson, Mankato.
 Alice Bohan, Mankato.
 Stella R. Bouchard, New Ulm.
 Grace L. Brazier, Mankato.
 George Brotherton, Mankato.
 Ruth C. Carney, Mankato.
 Mabel C. Carstens, Taunton.
 Ruby L. M. Coon, Mankato.
 Alice S. H. Cotton, Mankato.
 Grace L. Covell, Mankato.
 Myra M. Dodge, Good Thunder.
 C. Blodwen Evans, Mankato.
 Olwen P. Evans, Mankato.
 Matie Fischer, Minnesota Lake.
 Henry H. Flaming, Mountain Lake.
 Gerhard J. Frandle, Frost.

Paul B. Gooderum, Porter.
 Emma Hanson, Hanska.
 Fanny C. Harvey, Eagle Lake.
 Tora Hendricksen, Mankato.
 Bernard Heppner, Butterfield.
 Sadie A. Holberg, Mankato.
 Apolonia Jones, Ottawa.
 Edna M. Jones, New Ulm.
 James E. Korbel, Wesely.
 Eda Lien, Delavan.
 Reuben L. Nostdahl, Mankato.
 Margaret O'Connor, St. Clair.
 Gladys Anna Robertson, Kiester.
 John R. Valesh, Wesely.
 Ellen G. Walsh, Alma City.
 Florence M. Wier, Swan.

FIRST YEAR CLASS.

Charles Baker, Mankato.
 Winnifred R. Bell, Mankato.
 Hazel M. Burlison, Mankato.
 Bertha May Bigelow, Dodge Center.
 Irvin A. Comer, Round Lake.
 Florence E. Culp, Mankato.
 Raymond Cummings, Mankato.
 Lillian E. Duffey, Good Thunder.
 Alvina Edwards, Mankato.
 Nettie E. Ellingson, Mankato.
 Mary Jane Ellis, Lake Crystal.
 Oleta K. Englerth, Eakle Lake.
 Sophie M. Erpestad, Windom.
 Tilda M. Grinde, Porter.
 Julia Hammond, Mankato.
 Nellie R. Hotaling, Mankato.
 Ruth M. Housgard, Mankato.
 Beulah M. Howard, Mankato.
 Cesiah Hughes, Lake Crystal.
 Ethel May Hughes, Mankato.
 Eunice Hughes, Mankato.
 Sarah Gladys Hughes, Mankato.
 Lilian E. Johnson, New Ulm.
 Fanny E. Jones, Mankato.
 Elvira Kettleson, Jackson.
 Hannah Knudtson, Good Thunder.

Clara E. Laabs, Jordan.
 Margaret B. Lutterall, Blue Earth.
 Edna A. MacDonald, Mankato.
 Elizabeth Meyer, Mankato.
 Eleanor S. Moore, Mankato.
 Stella M. Morrison, Mankato.
 Florence M. Nitzkowski, Mankato.
 Ruth E. Nostdahl, Mankato.
 Paul M. Paulson, North Mankato.
 Lena J. Peterson, Mankato.
 Marie H. Pfeffer, Mankato.
 Irene F. Rardon, Mankato.
 Sara Blodwen Richards, Mankato.
 Grace Roberts, Rushmore.
 Louis Salet, Mankato.
 Ellis Schweickhard, Mankato.
 Katherine I. Spellman, Mankato.
 Agnes E. Swanson, Lafayette.
 George Swanson, Mankato.
 Gladys Taylor, Mankato.
 Stella T. Temple, Mankato.
 Lydia M. Weber, Mankato.
 Hattie R. Will, Prior Lake.
 Katherine Works, Mankato.
 Nellie R. Zuehlke, Mankato.

THREE-YEARS PARTIAL COURSE

THIRD YEAR CLASS.

Martha Braafladt, Belview.
 Estella J. Bragdon, Mankato.
 Hulda O. Brendler, Mankato.
 Effie Conkling, Mankato.
 Mabel W. Cottingham, Sanborn.
 Abbie R. Day, Wilmar.
 Julia Ellingson, Mankato.
 Anna Albrecht, New Ulm.
 Lena B. Herrick, Albion, Mich.
 Elizabeth Hess, Le Sueur Center.
 Amanda H. Johnson, Mankato.
 Agnes E. Jorgensen, Ceylon.
 Clara R. Kjestad, Madelia.
 Gladys L. Kohler, Norwood.
 Otilia J. Lamm, Mankato.
 Cecilia M. Leick, Madelia.
 Leonora Lieberg, Mankato.
 Mary V. Murphy, Mankato.
 Ida E. Nelson, Hayward.

Mabel W. Paff, Mankato.
 Alma W. Peterson, Grand Meadow.
 Annie P. Peterson, Brandt, S. D.
 Helen A. Peterson, Fergus Falls.
 Cecilia M. Pettit, Mapleton.
 Jaroslav J. Rimnac, Wesely.
 Ada Russell, North Mankato.
 Ella G. Schimmelpfennig, Mankato.
 L. Belle Scott, Rushmore.
 Edna Sharpe, Mankato.
 Minnie Sherlock, Belle Plaine.
 Louise A. Shoemaker, Mankato.
 Kate N. Soule, Mankato.
 Edith A. Swanson, Mankato.
 Archie E. Tanner, Mankato.
 Bessie Thorgerson, Kiester.
 Katherine Trampert, Mankato.
 Mabel Weld, Hadley.
 Selma A. Wiemann, Henderson.

SECOND YEAR CLASS.

Hildure E. Anderson, Belgrade.
 Maude S. Anthony, Granada.
 Mary E. Baldwin, Pipestone.
 Agnes E. Baynes, Eagle Lake.
 Emma Bestland, Hanley Falls.
 Eva C. Bolin, Lasalle.
 Winnifred A. Bornholdt, Le Sueur Center.
 Mary E. Boushka, Biscay.
 Anna M. Brude, Mankato.
 Laura A. Cole, Pine City.
 Oscar O. Dahl, Dawson.
 Florence M. Dahms, Clements.
 Delia M. Danielson, Mankato.
 Edna M. Davis, Cleveland.
 Catherine R. Dorn, Waterville.
 Cora M. Elliott, Walnut Grove.
 Ruth E. Errington, Northfield.
 Arthur Farisy, Franklin.
 Mabel Freundl, Mankato.
 Anna Fyksen, Hanley Falls.
 Blanche M. Gainor, Good Thunder.
 Ida E. Glaeser, New Ulm.
 Alta May Gorman, Gukeen.
 Alma Hecker, Mankato.
 Robert J. Hodapp, Eagle Lake.
 Minnie C. Hokansen, Slayton.
 Leonharda N. Huseth, Kenyon.

Emma M. Johnson, Ellsworth.
 Addie M. Jones, Lake Crystal.
 Tena J. Kettleson, Jackson.
 Elsie O. Klippstein, New Ulm.
 Alma C. Kroeger, North Mankato.
 Lydia Lange, Mankato.
 Esther E. Lindquist, Lafayette.
 Ruth C. Lueben, Appleton.
 Margaret I. McCall, Brewster.
 Emma L. McNeil, Elysian.
 Sadie E. Marvin, Hartland.
 Clara S. Ness, Spring Grove.
 Ella S. Neubert, Mankato.
 Therza North, Stewartville.
 Ina B. Pettis, St. Peter.
 Bernice C. Pressnall, Eagle Lake.
 Hazel B. Probart, Easton.
 Blanche E. Russell, Mankato.
 Adeline B. Schaus, North Mankato.
 Elsie Schlefke, Watertown.
 Ida E. Schultz, Aurora, S. D.
 Emma A. Seltz, Waconia.
 Jennie O. Sietsema, Rushmore.
 Verda J. Simons, Elysian.
 Clara J. Sjostrom, Lafayette.
 Anna M. Smith, Kilkenny.
 Helen E. Smith, Jackson.
 Nettie Stark, Mountain Lake.

Sophie M. Stomne, Wilder.
 Maidie C. Way, Lake Crystal.
 Dorothy J. Wheeler, Norwood.

Cora C. Wingen, Smith Mill.
 Frances R. Wingen, Smith Mill.

FIRST YEAR CLASS.

Nora V. Adams, Luverne.
 Mabel L. Agneberg, Osseo, Wis.
 Mae E. Agnew, Mankato.
 Emma C. Anderson, Winthrop.
 Minnie O. Anderson, Slayton.
 Mathilda M. Aue, Cologne.
 Eva May Baker, Reading.
 Leo W. Baldwin, Taunton.
 Jessie Barnard, Pequot.
 Clara E. Bean, Comfrey.
 Anna G. Bestland, Hanley Falls.
 Ida B. Bixby, Garden City.
 Peter Blackstad, Mankato.
 Lloyd A. Blair, Winnebago.
 Elizabeth Blake, Marshall.
 Ida M. Boughton, Amboy.
 Maude L. Bowen, Mankato.
 Nellie M. Boyd, Delavan.
 Hannah M. Brady, Ipswich, S. D.
 Mary Brendler, Mankato.
 Bridget Broderick, Waseca.
 Fanny B. Bronson, Alma City.
 May H. Burke, Lake Wilson.
 Joseph Campion, Jordan.
 Minnie Casperson, Ellendale.
 Eva L. Case, Lake Wilson.
 Hazel G. Clark, Mankato.
 Lydia M. Clausius, Mankato.
 Luella Compton, Eagle Lake.
 Della W. Cook, Farmington.
 Louis A. Cook, Eagle Lake.
 May M. Cox, Adrian.
 Ellen V. Curley, Owatonna.
 Addie Daly, Henderson.
 Elsie Davidson, Janesville.
 Eunice Davis, Lake Crystal.
 Eva E. Davis, Lake Crystal.
 Glenna M. Davis, Waterville.
 Bertha DeCock, Ghent.
 Rosella A. Devlin, Windom.
 Henry H. Dick, Mountain Lake.
 Emma S. Dockin, Delavan.
 Elizabeth B. Donoghue, Marshall.
 Bertha A. Donovan, Blue Earth.
 Margaret Duffy, Belle Plaine.
 Mary J. Duggan, Elkins, S. D.
 Elsie V. Dunkelberger, Bingham Lake.
 Elsie M. Dusterhoft, Renville.

Gladys M. Edwards, Lake Crystal.
 Edna K. Eichner, Westbrook.
 Olive I. Emprey, Janesville.
 Anna M. Erickson, Canby.
 Clara Erickson, Lockhardt.
 Evina Erickson, Slayton.
 Lilian V. Erickson, Granada.
 Mamie C. Erickson, Lake Wilson.
 David R. Evans, Mankato.
 Sylvia U. Fairbanks, Dodge Center.
 Esther E. Fatland, Taunton.
 Sadie Fields, St. Clair.
 Josephine Flittie, Madelia.
 Mary Jane Flynn, Eagle Lake.
 Stella E. Fox, Blue Earth.
 Sibyl Edith Foster, Madison Lake.
 Mary Frasch, Comfrey.
 Vivian A. Freisheim, Plainview.
 Cora Fromm, Currie.
 Edith B. Fuller, Balaton.
 Cecil W. Girvin, Mankato.
 Erna L. Godeman, Smith Mill.
 Addie F. Goltz, Balaton.
 Inez A. Goodrich, Mapleton.
 Agnes M. Goyette, Ghent.
 Anna E. Gullikson, Hayti, S. D.
 Marie E. Gustafson, Maynard.
 Elinore Hallinan, Blakeley.
 Cecilia C. Hammel, Janesville.
 Daniel Hanlon, Franklin.
 Stella O. Hanson, Balaton.
 Tillie R. Hansen, Russell.
 Adah Harlin, Mankato.
 Clara A. Haug, Madelia.
 Catherine Haugh, Blakeley.
 Cecelia Healey, Waseca.
 Lois E. Henkel, Fairmont.
 Florence Himmelman, Mankato.
 Louise Himmelmann, Mankato.
 Anna C. Hines, Northfield.
 Nellie B. Hipple, Russell.
 Fern Hoag, Mankato.
 Edith M. Hodge, Seaforth.
 Luella A. Hodgson, Mankato.
 Carl Hoerr, Mankato.
 Ruth P. Hoerr, Mankato.
 Esther Holden, Estherville, Ia.
 Hilvina E. Holmgren, Mankato.

- Marie C. Howe, Frost.
 Jensena Hugger, Lake Benton.
 Agnes I. Hunt, Le Sueur Center.
 Beulah A. Hunt, Mankato.
 Edith S. Iliff, Winnebago.
 Myra M. Jacobs, Barnum.
 Anna M. Jacobson, Hanska.
 Luella Jacobson, Porter.
 Mabel Jenkins, New Ulm.
 Marie H. Jensen, Emmnons.
 Sophia A. Jensen, Currie.
 Anna Jeuken, Ghent.
 Adolph A. Jirik, Weseley.
 Edla C. Johnson, Tyler.
 Harry A. Johnson, Mankato.
 Joseph V. Johnson, Mankato.
 Mabel L. Johnson, Judson.
 Anna Grace Jones, Lake Crystal.
 Jennie M. Jones, Freeborn.
 Dora Josephson, Minneota.
 James J. Kelley, Mankato.
 Frances V. Kenney, Mankato.
 Addie Kenward, Minnesota Lake.
 Celia Kiernan, Le Sueur Center.
 Verna M. Kingsley, Bingham Lake.
 Bergetha Kleven, Sacred Heart.
 Pauline E. Klukas, Balaton.
 Ellen Knudtsen, Diamond Bluff, Wis.
 Ida Knutson, Porter.
 Georgiana Kohler, Norwood.
 Maud K. Kraemer, Chaska.
 Anna R. Kuebler, Evan.
 Dorothy Lang, St. Clair.
 Martin J. Langan, Minneota.
 Charles Lapie, Weseley.
 Mabel L. Larabee, Ronneby.
 Mabel Lee, Mankato.
 Ada M. Lewis, Worthington.
 Edna F. Lewis, Springfield.
 Mabel I. Lewis, Springfield.
 Tryphena V. Lewis, Lake Crystal.
 Agnes F. Lilla, Comfrey.
 Anna Lindahl, Wells.
 Clara A. Lindquist, Belgrade.
 Mabelle C. Lonergan, Pipestone.
 Nora L. Lund, Kenyon.
 Hulda S. Lundeen, Alexandria.
 Helen O. Lyksett, Mapleton.
 Stella C. Lyon, Elysian.
 Josephine McBride, Mankato.
 Bridget L. McCall, Brewster.
 May E. McDonald, Crookston.
 Mary M. McGarry, Fulda.
 Mary J. McNeerney, Blue Earth.
 Ralph Macbeth, Mankato.
 Etta McDonald, Winnebago.
 Grace Madigan, Madison Lake.
 Hattie E. Madson, Madelia.
 Emma Magly, Eagle Lake.
 Mayme L. Maher, Montgomery.
 Anthony J. Malmquist, Rushmore.
 Florence Maloy, Le Sueur Center.
 Mathilda Manderfeld, Good Thunder.
 Lucretia Martin, De Graff.
 Pearl E. Mattson, Balaton.
 Claribel Matteson, Eagle Lake.
 Martha M. Meister, Kasota.
 Anna Melson, Madelia.
 Mabel Mettler, Mankato.
 Mabelle E. Moe, Lakefield, Minn.
 Dora M. Moore, Lynd.
 Matthew Moores, Porter.
 Mary E. Morgan, Janesville.
 Winnifred Mountain, Good Thunder.
 Mary M. Mullen, Mankato.
 Tena A. Mullen, Mankato.
 Grace Naylor, Adrian.
 Josephine M. Nelson, Heron Lake.
 Julia H. Nelson, Heron Lake.
 Amy A. Norton, St. Clair.
 Anna L. O'Donnell, Owatonna.
 Minnie Ofstad, Florence.
 Emma I. Olberg, Northfield.
 Alma Olson, Mankato.
 Idella C. Olsen, Ekalaka, Mont.
 Julia Olsen, Porter.
 Elizabeth J. Osborne, St. Peter.
 Pearle F. Owen, Cottonwood.
 Frances A. Pagel, Mapleton.
 Theresa M. Pauley, Madelia.
 Agnes O. Peterson, Garvin.
 Christina Peterson, Balaton.
 Clara Julia Peterson, Butterfield.
 Ida E. Peterson, Freeborn.
 Julia Peterson, Butterfield.
 Vera B. Phillips, Mankato.
 Mabel C. Plantin, Jackson.
 Ada Price, Lamberton.
 Rosa M. Priebe, Waseca.
 Malende K. Richardson, Hawarden, Ia.
 Marie Riley, Belle Plaine.
 Jessie B. Rohwer, Rushmore.
 Addie Romack, Mankato.
 Olive E. Romack, Mankato.
 Sophia H. Romine, Le Sueur Center.
 Etta May Rowe, Rushmore.
 Sara A. Rowe, Rushmore.
 Oritha A. Royde, Taunton.

Lottie Rue, Jackson.	Jennie E. Thomas, Hanska.
Mabel M. Rue, Jackson.	Louise G. Thomas, Mankato.
Bertha A. Ruen, Ruthton.	Ida C. Thompson, Porter.
Nettie J. Ruen, Ruthton.	Clara E. Thorsten, Springfield.
Laura L. Saur, Walters.	Anna Thostensen, Glenville.
Edith M. Saunders, Blue Earth.	Linn A. Thro, Mankato.
Alma J. Schaub, Jeffers.	Anna M. Tietenberg, Wilmont.
Cora A. Schaub, Jeffers.	Della Van Bogart, Mankato.
Fern L. Scherer, Canby.	Coba Van de Steeg, Orange City, Ia.
Theresa K. Schneider, Sleepy Eye.	Matthew R. Vikla, Wesely.
Lilian A. Selix, Blooming Prairie.	Emma M. Voldahl, Frost.
Henriette Sietsema, Rushmore.	Ellen B. Vogel, Mankato.
Julia Skaar, Minneota.	Aaron N. Wall, Mountain Lake.
Alice C. Snook, Mankato.	Carrie L. Watts, Mankato.
Laura L. Snyder, Wells.	Susan Weir, Mankato.
Adina A. Sommerfeld, Sleepy Eye.	Lottie R. Wenstrom, St. James.
Stella R. Steel, Eagle Lake.	Ella Wenzell, Jackson.
Laura H. Stermer, White, S. D.	Matilda Westberg, St. James.
Gladys E. Stewart, Winsted.	Ingeborg S. Wethall, Butterfield.
Elsie Stone, Minneota.	Nellie E. Wherley, Belle Plaine.
Petra S. Stone, Minneota.	May Widell, Mankato.
Maud A. Sullivan, Woodstock.	Mabel E. Wilcox, Wells.
Ada E. Swarts, Eagle Lake.	Elizabeth Wilson, Clements.
Joseph N. Swenson, New Richland.	Mabel M. Wilson, Springfield.
Dora A. Taylor, Mankato.	Genevieve Wingen, Mankato.
Lucy M. Taylor, Mankato.	Margaret E. Wright, Balaton.
Emily Agnes Taylor, Adrian.	Hazel A. Youngs, Mankato.
John F. Thiessen, Mountain Lake.	Arthur W. Zehm, Mankato.
Effie M. Thomas, Mankato.	Henry M. Zehm, Mankato.
Esther A. Thomas, Hanska.	Susie B. Zehm, Mankato.

SPECIAL STUDENTS

Mary Burmeister, New Ulm.	Cora M. Odjard, Mankato.
August H. Dahlstrom, Kasota.	Sophia Opheim, Jackson.
Mary Dougherty, Mankato.	Amy Page, Mankato.
Elta L. Firestone, Mankato.	Clara Juliana Peterson, Blue Earth.
Emma A. Firestone, Mankato.	Maud Esther Smith, Winnebago.
Mary L. Funfar, Glenville.	Mary R. Smith, Winnebago.
Flora Hanson, Freeborn.	Louise H. Summers, Mankato.
Maude C. Horswill, Mankato.	Hazel May Wade, Edgerton.
Walter R. Kelley, Mankato.	Bessie M. Ward, Waseca.
Clara Kirkwold, Northfield.	Clara E. Willard, Mankato.
Anna Lloyd, Mankato.	

SUMMARY

NORMAL SCHOOL

High School Graduates—

Full Course Senior Graduate Class.....	29
Full Course Junior Graduate Class.....	52
Full Course Senior Kindergarten Class.....	13
Full Course Junior Kindergarten Class.....	12
Partial Graduate Course.....	229

335

Advanced Academic-Professional Course—

Senior Class	21
Junior Class	28
Third Year Class.....	37
Second Year Class.....	32
First Year Class.....	51

169

Three Years Partial Course—

Third Year Class.....	38
Second Year Class.....	60
First Year Class.....	264

362

Special Students 21

Total for the Normal School..... 887

Number in Summer Session only, 423.

ELEMENTARY SCHOOL

Grammar Grades	103
Intermediate Grades	91
Primary Grades	87
Kindergarten	68

Total for the Elementary School..... 349

Whole Number of students during the school year.... 1,236





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